

Title I Schoolwide Program Plan Rubric

Name of School: _____ Date: _____

Required Components	Does not Meet Target	Approaching Target	Meets Target	Comments
1. Decision to become a Schoolwide School				
Answer 3 Questions <ul style="list-style-type: none"> What was it that prompted your interest in becoming a schoolwide school? How will your schoolwide program be different from your targeted assistance program and improve the outcome for struggling learners? What are your goals in becoming a schoolwide school? 	Only 1 question has a response, or the responses do not answer the specific questions. No inclusion of a side-by-side (TAS/SW) description which identifies the intended changes, before and after.	Detailed responses are included for 2 questions or, all 3 questions have responses but they do not fully answer the questions. Includes a basic side-by-side (TAS/SW) description which identifies the intended changes, before and after.	Detailed responses are included for all 3 questions. Includes a comprehensive side-by-side (TAS/SW) description which identifies the intended changes, before and after.	
2. A comprehensive needs assessment of the whole school.				
(a) Review, summarize and report on your performance, non-performance, process, and perception data, including sub-groups to inform your needs assessment.	A data review is not included, or very limited data does not represent a comprehensive view of the school's needs.	Data from a limited number of sources is reviewed, and summarized.	All relevant data, including performance, non-performance, process, and perception data, is thoroughly reviewed and summarized; sub group data is used to inform needs assessment.	
(b) Provide a brief description of the school, attendance area, and surrounding community.	A description is not included.	Partial description	Detailed description	

(c) Describe how the comprehensive needs assessment was conducted in an inclusive manner so it reaches all members of the school community (including regular education, special education, talented and gifted, migrant, Limited English Proficient, as well as low-achieving students), paying particular attention to the needs of educationally disadvantaged children and historically underserved populations.	No internal stakeholder involvement in the needs assessment process. Assessment does not consider the needs of educationally disadvantaged children and historically underserved populations.	Limited intermittent internal stakeholder involvement and minimal attention given to the needs of educationally disadvantaged children and historically underserved populations.	Robust internal stakeholder involvement throughout the process, and thorough attention given to the needs of educationally disadvantaged children and historically underserved populations.	
(d) Summarize strengths and needs of the school's current educational program. Provide historical evidence of results related to activity outcomes.	No historical evidence is used in a review of the strengths and needs of the school program. Strengths of the program are not included.	Some historical evidence is used to reflect upon the strengths and needs of the school program, but lacks clarity. Additional data and evidence is needed.	Historical evidence, including data, is used to reflect upon both the strengths and needs of the school program. This review is clearly stated and comprehensive.	
(e) As a result of this current comprehensive needs assessment, list by priority the specific need areas and objectives to be addressed this year in the schoolwide plan.	Specific areas of need are not prioritized. Objectives are not linked to areas of need or a needs assessment.	Areas of need and objectives are prioritized but not clearly aligned to the needs assessment.	Areas of need and objectives are prioritized and clearly aligned to the needs assessment.	
3. Implementation of schoolwide reform strategies that:				
Provide opportunities for all children to meet proficient and advanced levels of student academic achievement.	Strategies provide a basic curriculum that does not differentiate for struggling students and other subgroups, and does not include evidence of timely, effective and additional instruction.	Detailed, plans have been created to differentiate for struggling students but more development is needed to include strategies for subgroups in enriched and accelerated curriculum areas.	Timely, effective, additional strategies provide a detailed, enriched and accelerated curriculum that meets the needs of all students, including all subgroups.	
Use effective methods and instructional strategies that are based on scientifically based research that:				

i. Strengthens the core academic program;	Strategies are missing the following components: <ul style="list-style-type: none"> Effective instructional Strategies Scientifically-based instructional strategies 	Effective and scientifically-based instructional strategies are evident; however more development is needed to address this specific component.	Effective, significant and scientifically-based instructional strategies are evident.	
ii. Increases the amount of learning time during school day as well as outside programming;	There is no mention of additional increased learning time.	Learning time is minimally increased but not clearly stated.	Amount of learning time is significantly increased, and clearly stated.	
iii. Includes strategies for serving historically underserved populations, including but not limited to: New Americans, EL students, homeless and migrant students;	Strategies identified are unclear as to how they will serve historically underserved populations.	Many strategies identified; however a clear link to how they will serve the historically underserved population is not identified.	Effective, significant strategies to serve the historically underserved populations are clearly evident.	
iv. Includes strategies to address the needs of all children in the school, but particularly low-achieving children and those at risk of not meeting state standards;	Strategies will not produce expected results, specifically for the needs of low-achieving children and those at risk of not meeting state standards.	Some Effective and scientifically-based instructional strategies are evident; however more development is needed to address the needs of low-achieving children and those at risk of not meeting state standards.	Effective, significant and scientifically-based instructional strategies are evident to address the needs of low-achieving children and those at risk of not meeting state standards.	
v. Addresses how the school will determine if the needs of the children have been met: the impact of the program on the students;	There is no clear plan included.	A plan is included to meet the needs of the students, but the plan does not address how the impact of the program will be determined.	A plan is included that identifies how the school will determine the impact of the program in meeting the needs of the students.	
vi. Are consistent with and are designed to implement state/ local improvement plans.	Strategies are not clearly linked to implement state/ local improvement plans.	Strategies are evident; however more development/explanation is needed to fully address this specific component.	Clear and significant strategies are evident to implement state/local improvement plans.	

vii. Provides an Action Plan and Timeline for implementation.	There is no Action Plan and Timeline included.	Action plan and Timeline are somewhat developed; they are not fully developed and do not cover all areas of SW Plan.	Action Plan and Timeline are fully developed, covering all areas of SW Plan.	
4. Highly qualified teachers in all core content area classes.				
(a) Describe how the school will ensure that qualified professional staff is employed at the school and how the staff will be employed in a manner that best enhances this schoolwide plan.	Not all staff have appropriate credentials. No plan is in place to ensure that all staff have the appropriate credentials prior to commencing the SW plan. No description of how staff is employed to enhance the SW plan is provided.	All staff has appropriate certification or plans are in place to achieve certification prior to commencing the SW program. A description explains how staff is employed that best enhances the SW plan.	All staff is certified according to the NDDOE requirements. There is a description provided explaining how the staff is employed that best enhances the SW plan.	
(b) Ensure that all paraprofessionals (regardless of funding source) employed at this school meet NCLB requirements. Documentation must be kept on file at the school.	Several paraprofessionals do not meet NCLB requirements. No plan is in place to address this prior to schoolwide status.	Documentation exists for most of the paraprofessionals and is available at the school. Documentation will be available prior to the commencement of the schoolwide program.	All paraprofessional meet NCLB requirements. Documentation is available upon request.	
5. High quality and ongoing professional development for teachers, principals, and paraprofessionals.				
(a) Describe the process of determining the professional development needs of all principals, teachers, paraprofessionals, and others as appropriate in this Title I schoolwide program.	There is no professional development plan or the plan excludes a subgroup, such as principals, teachers, paraprofessionals or others as appropriate.	The school is in the process of creating a professional development plan to determine the needs of the principals, teachers, paraprofessionals or others as appropriate and will complete the process prior to SW implementation.	The school has a process in place to determine needs of all principals, teachers, paraprofessionals, and others as appropriate in this Title I schoolwide program.	

(b) Describe how the school will implement high quality and ongoing professional development that meets the school's identified needs relative to the schoolwide program.		All staff receives professional development; however, there is either an unclear link to the school's identified needs, or the PD is not research-based and ongoing. More clarity is needed to determine how the PD relates to the identified needs of the SW program.	All staff receives research-based, job-embedded, ongoing professional development aligned with the school's identified needs.	
6. Strategies to attract high-quality, highly qualified teachers to the school				
Describe the strategies that are used to attract and keep highly qualified staff.	There is no mention of strategies to attract and keep highly qualified staff.	Strategies are in place to attract and keep highly qualified staff.	Clear strategies are in place to attract and keep highly qualified staff. There is evidence of positions filled with high quality staff and retention of staff.	
7. Strategies to increase family and stakeholder involvement, such as literary services:				
(a) Describe the process for involving stakeholders (school, family and community) in the design, implementation, and evaluation of the schoolwide plan.	There either no plan for parent involvement or the plan needs significant additional development.	Plan includes a description of some components but additional components are needed.	Comprehensive plan includes a complete description of each component.	
(b) Describe and document how stakeholder input was used to develop the schoolwide plan.	No evidence of stakeholder input or involvement in the design of the schoolwide plan.	Limited stakeholder input has been documented and used in the design of the schoolwide plan. Involvement needs to be increased prior to SW approval.	Significant stakeholder input has been documented used in the design of the schoolwide plan.	
(c) Describe how stakeholders will receive timely information about the Title I program; how they will be informed of the curriculum, assessments and proficiency levels students are expected to meet.	There either no plan for stakeholder involvement or the plan needs significant additional development.	Plan includes a description of some components but additional components are needed.	Comprehensive plan includes a complete description of each component.	

(d) What strategies will be implemented to increase family and community involvement in decision making opportunities about school programs and their child's education?	Very limited strategies are identified.	Some strategies for parent engagement are identified; however, limited opportunities for decision making.	Multiple, wide-ranging strategies are identified, and decision making opportunities are available at every level.	
(e) List specific training activities and decision making opportunities for parents (e.g., documentation of parent/guardian outreach and involvement, the district parent/guardian involvement policy, the school - parent/guardian compact and school plan).	There either no plan for parent involvement or the plan needs significant additional development.	Plan includes a description of some components but additional components are needed.	Comprehensive plan includes a complete description of each component.	
(f) Describe the yearly parental and staff evaluation of the schoolwide program and how this information is used to improve the plan.	There either no plan for parent involvement or the plan needs significant additional development.	Plan includes a description of some components but additional components are needed.	Comprehensive plan includes a complete description of each component.	
8. Where appropriate, Plans for assisting preschool children in the transition from early childhood programs such as Head Start, Even Start, Early Reading First, or a State-run preschool program.				
Describe the preschool, K to 1st grade, elementary to middle school, and middle to high school transition processes in place.	There is no preschool transition process.	A limited transition process is in place.	A comprehensive transition process is in place.	
9. Opportunities and expectations for teachers to be included in the decision making related to the use of academic assessment results leading to the improvement of student achievement.				
Describe the opportunities and expectations for teacher involvement in using academic assessment data to improve student academic achievement.	Opportunities and expectations for teacher involvement are not developed. Teachers use assessment data to create student grades and monitor student progress. There is no link between assessment data and improved student achievement.	There are some opportunities and expectations for teacher involvement in the use of academic data. Further development is needed, for example: data driven decision making teams to determine appropriate student interventions.	Teachers are involved in assessment choice and regularly use the data to inform their practice, resulting in improving academic achievement.	

10. Activities and programs at the school level to ensure that students having difficulty mastering proficient and advanced levels of the academic achievement are provided with effective, timely additional assistance.				
Describe the effective, timely, additional activities and programs provided to students who are having difficulty in meeting academic expectations.	Assistance is either not additional or it is provided to some students who are experiencing difficulty but the intervention is not regular or ongoing.	Additional assistance is provided for students experiencing difficulty mastering the State's standards; however, the timely and effective components need development.	Services provided are prompt, timely and effective as measured. SW schools ensure that <u>additional</u> assistance is clearly described and demonstrated for students experiencing difficulty.	
11. Coordination and integration of federal, state and local services and programs (could include programs under this Act, nutrition programs, housing programs, Head Start, adult education, vocational and technical training programs).				
(a) Schoolwide programs are expected to use the flexibility available to them to integrate services & programs with the aim of upgrading the entire educational program and helping students reach proficient & advanced levels of achievement.	Does not have plans to use flexibility options at this time, and does not integrate services with other programs (i.e.s SPED, Child Abuse Prevention).	Coordinates with at least 1 other program (for example, SPED, Child Abuse Prevention), with the aim of upgrading the entire educational program.	Uses several flexibility options available to integrate services & programs with the aim of upgrading the entire educational program.	
(b) Consider consolidating, or "braiding", funds from Federal, State, and local sources, so a schoolwide program school can address its needs using all of the resources available to it. This gives a school additional flexibility in its use of available resources to meet the specifically identified needs of its students.	Understanding of the consolidation process needs further development in order to consider the resources and flexibility available to them.	Understand the process but have made no decisions at this time.	Understand the process and have considered consolidation, documenting their decision.	
(c) A list of programs that will be consolidated under the schoolwide plan (if applicable).	N/A	Documentation of leaderships team's consideration of consolidation; however, no definitive consolidation plans at this time.	A list of programs that will be consolidated is included.	

12. Program Evaluation				
(a) Evaluation Policy includes steps to continually monitor implementation for problems, feedback, and adjustments.	There is no written policy, and there are no plans for a continuous monitoring process at this time.	Policy includes basic outline of process to continually monitor implementation.	Policy includes clear outline of process to continually monitor implementation.	
(b) Annual Program Evaluation Policy, involving school staff, families and community members, using performance, non-performance, process, and perception data.	There is no written policy, and there are no plans for an annual evaluation at this time.	A written policy outlining the data –driven process for the annual evaluation is incomplete. Plans are in place to complete the policy and to implement the evaluation.	A written policy is in place outlining the data-driven process for the annual program. The evaluation has been implemented. This process includes documentation of significant stakeholder input.	
13. Letter of Intent				
Attach Letter of Intent to the Title IA Grant	Letter of Intent is not attached to the Title IA Grant.		Letter of Intent is attached to the Title IA Grant.	